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ABSTRACT

This booklet, one of a series of background information papers for the White House Conference, outlines and discusses the important issues of professionalism facing libraries, librarians, and library schools. Public librarians are being asked to assume new roles and perform new tasks for which they are increasingly unable to adequately and effectively meet the expectations of the library and their local communities. This gap is due primarily to a very conservative library establishment. Other contributing factors are lack of library influence in library education, the negative image of the library profession, and the mediocrity of many who enter the library field. A brief description of some of the new roles contemporary librarians are being asked to undertake and a review of the process whereby librarians are formally educated is followed by a discussion of new initiatives that are needed to provide library training which will be responsive to the needs of today and tomorrow. Major efforts are needed to fund and implement innovative progams on the part of all concerned: library organizations, public libraries, librarians, and the communities they serve. A short bibliography is appended. (Author/RAA)

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STRENGTHENING THE LIBRARY PROFESSION

New Approaches Are Needed in the Recruiting and Training of America's Future Librarians

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INTRODUCTION

Public librarians today are being asked to assume new roles and perform new tasks for which they are often unprepared. In terms of personality, background, orientation, and training, librarians increasingly are unable to adequately and effectively meet the expectations which the library world and their local communities are placing upon them.

To a large degree, this gap is due to a very conservative, unimaginative, and inflexible library education establishment. There are other contributing factors, however: the failure of public libraries to play a more activist role in influencing the education and training of future and neophyte librarians; the negative image of the library profession in the eyes of the public; the cyclical nature of the process whereby the bland and the status-quo-oriented are attracted to and later attract others to the traditional bedrock conservatism of the library field.

This paper outlines and discusses various aspects of important issues raised by this dilemma. A brief description of some of the new roles contemporary public librarians are being asked to undertake is followed by a review of the current state of the process whereby librarians are formally educated. The final sections deal with a discussion of new initiatives that are needed to provide training for librarians which will be responsive to the needs of today and tomorrow.

A major effort is needed to fund and implement innovative programs on the part of all concerned: library schools, library organizations, public libraries and librarians, and the communities they serve.

STRENGTHENING THE LIBRARY PROFESSION

Public library directors and library boards in all corners of the nation are reexamining the role of their libraries. Threats to economic survival have caused them to question whether they are adequately serving their communities. They have learned that there is no such thing as absolute security, even for a beloved institution. They must justify their expenditures to budget examiners and city councils annually. They must demonstrate that the library is a positive force in community life and they are changing to meet these new conditions. Here is how they are doing so:

Information and Referral

The traditional image of public librarian is of a businesslike caretaker who directs people to books which best suit their wants or needs, occasionally assisting in uncovering specific facts. Librarians generally tell people where to find information; they do not provide information. Referrals are usually restricted to directing patrons to specialized libraries.

That role is changing.

In many public libraries today, the reference or readers' services librarian may still have to be current on the latest mysteries, cookbooks, and sports adventures, and know where to find the population of Afghanistan. But a public

librarian's day may now also be filled with requests for information about rent control legislation, abortion laws, services provided by local health clinics, small-claims courts procedures, obtaining information from a government agency or information on filing a consumer complaint.

Many libraries, in short, are attempting to add the dimension of more life-coping information to help fill meaningful gaps in the daily lives of their constituents.

The information and referral function has been described as being two-fold: to link individuals with needed services, and to assist long-range community planning processes by discovering gaps, overlaps, and duplications in services.

To perform these tasks adequately, librarians need additional knowledge and skills not traditionally thought to be required of librarians.

Information and referral work presupposes an intimate knowledge of the community in which one is working. It requires not only knowledge of places and people which might fill an individual's specific need but also real familiarity with the social and political structure of the community: its centers of influence, its prevailing attitudes, possible obstacles to the solution of concrete problems. Because of the empowering nature of certain types of information, librarians must be acutely aware of potential political problems in its dissemination. Librarians in these situations have to be prepared to face challenges far more numerous and serious than the occasional controversy over whether *Ms.* magazine should remain on the library's shelves.

Also required is an intimate knowledge of, and personal concern for, the library's patrons. When people's essential needs are at issue, a genuine and deep sensitivity to those needs is essential.

Even if the librarian's true role in such situations is not always to provide answers but to offer options, performance of that role should entail following up in some way to determine to what extent and in what way the needs have (or have not) been met.

Effective interpersonal communication is therefore a primary prerequisite. Librarians and library patrons alike may not be accustomed to librarian-user communication. Even assuming that the typical librarian would be comfortable in and adept at this role, many people will undoubtedly be reluctant to trust a librarian to the extent of divulging their most serious needs.

Many of the patrons needing assistance will be from different backgrounds, and even speak a different language. Many librarians will thus be challenged to overcome prejudices about race, ethnicity, and class background.

All of these skills and sensitivities are required of those who are trying to provide people with what have been referred to as "all the facts that librarians do not, as yet, know how to secure or provide."

Patrons with Special Needs

Libraries have traditionally served a solid middle-class population as their primary clientele. Anyone not falling into the conventional mold was often regarded as a curiosity or an annoyance.

These curiosities and annoyances, however, are becoming both more visible and more vocal as members of their communities. The problems of the elderly and of the hand-

icapped have been making an increasing impression on the political scene in recent years. The functionally illiterate, the institutionalized, the poor and racial and ethnic minorities (groups which unfortunately overlap to a great extent) can no longer be ignored. No longer can these groups be considered atypical library patrons of secondary concern. The library's clientele today is not comprised of the "typical" and the "atypical," but of many groups, each with a special need of one kind or another.

While some of those the library has not traditionally served are becoming more visible and vocal even at the library's door, there are many who remain out of touch. The cause is often a problem of access, either physical or psychological, which the librarian must identify and solve.

Continuing Adult Education

Increasing numbers of people have increasing needs for continuing education. Based on the demands of rapidly changing professions, demographic changes, and personal preferences, more and more people are enrolling in all types of educational programs, from professional schools to university extension classes to adult education courses. Many adults are undertaking self-education plans, without formal affiliations with educational institutions.

There has been a change of emphasis in the library's role from offering material for general cultural background to providing the knowledge and skills necessary for job advancement, change of careers, consumer education, and

new technologies. Counseling enters into the ideal librarian-patron relationship.

Public libraries have historically been havens for waves of self-motivated immigrants seeking assimilation into American society. Many of these libraries are beginning to try to enhance this role through outreach to those less motivated or more suspicious of public institutions.

THE PREPARATION OF PUBLIC LIBRARIANS

A Brief History of Training for Public Librarians

The history of American library education is marked by a recurring tension between the practical and the theoretical. Until well into the second half of the nineteenth century, most training consisted of exposure to actual library operations, usually informal apprenticeships, supplemented by reading of the existing literature. Some of the larger libraries established schools, the purpose of which was to train people for work in those particular libraries.

Only in 1887, when Melvil Dewey established a School of Library Economy at Columbia University, did library education first become incorporated into the system of formal higher education. While classroom-based, Dewey's program also incorporated work experiences. Although an Association of American Library Schools was formed in 1915, it was not until the 1920s that this professionalization of library education began to become widespread. The impetus was a report published in 1923 by Charles Williamson which convinced the Carnegie Corporation to provide financial support for such programs. Although Williamson in his report called for standardized entrance examinations and courses and more textbooks, he also noted the importance of fieldwork.

An American Library Association (ALA) Committee on Library Training functioned in the early 1900s, and in 1901 an ALA Round Table on Professional Instruction in

Bibliography expressed concern about what it considered an overemphasis on technical training in library schools.

The association established a Board of Education for Librarianship in 1924, which in that year approved fourteen library schools. Over the next couple of years, the board developed formal minimum standards for schools. These standards, since revised, form the basis of the process whereby the ALA decides which library schools are to be accredited. As many job seekers know, a degree from an ALA-accredited library school is a prerequisite for many professional library positions today. As of October 1978, there were fifty-seven accredited library schools in the United States and six in Canada.

Requirements for Admission and for the Master's Degree

How does a prospective librarian obtain a master's degree from an accredited school today?

A survey of recent catalogs of fifty-five of the fifty-seven accredited American library schools reveals that the criteria for admission into these programs are substantially uniform and relatively inflexible. They exhibit what W. Patrick Leonard, director of the Douglas Library at Chicago State University, has referred to as a "blind reliance on paper credentials." Although relying on catalogs alone for analysis of current library education policies has its obvious limitations, it does at least give a good view of library schools as the school administrators see them and as they are presented to potential applicants.

The admission requirements set forth in the catalogs indicate that the typical library school requires completion of a bachelor's degree at an accredited institution; attainment of a 3.0 or B average (overall or in the last two years of college); and a combined score of 1000 on the Aptitude portion of the Graduate Record Examination. Some schools do not require the GRE or will allow substitution of the Miller Analogies Test, and some which require it specify a lower minimum score. Only the University of Chicago has a stated policy of no formal academic requirements for admission, although even its catalog goes on to mention that the equivalent of a bachelor's degree and a satisfactory score on the GRE may be important factors in the admissions decision.

Many of the school catalogs indicate additional criteria of a more or less concrete nature, such as a foreign language requirement or some expression of dedication to library service. However, the degree, college grades, and standardized test scores mentioned above appear, for the most part, to be the necessary and sufficient indicators of success in applying for admission to an accredited graduate library school program.

Requirements for receipt of the master's degree are similarly uniform. While the actual number of credit hours varies, depending on the individual school's particular system (semester hours, quarter hours, etc.), the typical program requires completion of the equivalent of some ten to twelve semester-long courses, with the maintenance of a B average. In almost all cases, the degree can be completed through full-time matriculation over one calendar year. There seems to be a slight trend developing in favor of the expansion of master's programs to two years. This has been the practice in Canada for some time, and a small number of American schools have adopted it.

Virtually every program has required courses, ranging as high in number as ten (at Brigham Young). Forty of the schools require from three to six courses. Only Syracuse and the University of Southern California offer a degree program in which there are no mandatory courses.

A few schools still even insist on the completion of a number of undergraduate-level library science courses, and those students who have not previously taken them are required to remedy the deficiency after enrollment in addition to the graduate course load.

Many of the programs allow students (and a few strongly encourage or require them) to earn some of their elective credits in "cognate" or related courses in other departments or schools of the university in which the library school is located, or in another area institution. Typically six semester hours is the maximum allowed to be earned in this manner.

Library School Curricula

What kinds of courses are offered in today's graduate library programs?

One way to answer this question is to say that they are the same kinds of courses that have always been offered. So conservative and resistant to change are most library schools, despite the remarkable social changes of recent decades, one enlightened library school administrator was moved to remark, in *Library Journal*'s 100th anniversary issue, that "the library school curriculum in 1975 so closely resembles in so many of its essential elements and govern-

ing assumptions the curriculum I first encountered as a student more than 20 years ago. . . ."

The question could also be answered by referring, along with library school professor Mary Lee Bundy, to the "unappetizing intellectual fare of library school" or to the "general irrelevancy of library education to real world problems." Another library school faculty member, Nancy Freeman Rohde, notes in a recent article on educating the adult services librarian that specialization is difficult, that there is a lack of opportunity for non-library science courses, and that the courses themselves are often taught in a conservative and superficial manner.

The lists of courses in the catalogs are so homogeneous that one suspects a great deal of mutual imitation. The typical program will require that all students take a "current trends" or "foundations" course, cataloging and classification, and reference. Many schools also mandate courses in book selection, administration, a type of library (public, academic school) and a type of literature (humanities, social sciences, science and technology).

In addition to completing the requisite number of required courses, students are expected to choose electives. How likely are they to find courses focusing on the new roles for public librarians discussed earlier? Not very.

If a prospective librarian is interested in library services to the handicapped, for example, it would appear from the school catalogs surveyed that that student will be disappointed unless he or she has the opportunity to attend one of the five schools which offer such a course: Long Island University, Columbia, Catholic University, St. John's, and the University of South Carolina. School administrators would probably argue that the subject does not require a full term's course, and that it can—and undoubtedly does—appear at least in scaled-down versions in the context of

some of the broader training courses. These five schools obviously take a different view of the matter.

The only "Library Services to the Aging" course to be found in catalog listings exists at Catholic University—a continuing education course available only to library school graduates—although other schools are beginning to provide such courses on an exploratory basis. While information and general services are being widely talked about in the library world and are being implemented in quite a few public libraries, only two library schools (Drexel and Columbia) offer an "Information and Referral Services" course.

Although a number of programs offer courses in communications media, skills in *interpersonal* communication, so crucial for so many aspects of the new roles public librarians are expected to perform, are almost universally ignored in published library school curricula. South Carolina and Syracuse offer single courses in this area, and Arizona provides instruction in four different facets of communication in libraries. The one notable exception to the failure of library schools to grant a significant degree of importance to the teaching of these skills is the University of Pittsburgh. There, under the direction of Patrick Penland, a Communications Area has been developed which offers nine courses:

Individual Communications Services
Group Communications Services
Community Communications Services
Organization of Communications Services
The Librarian as a Learning Consultant
Counseling and Advisory Services
Group Dynamics

Pittsburgh is also the only school to require an "Introduction to Communications" course of all students.

What about the political and sociological aspects of public librarianship? Again the fare is particularly meager. Although very general courses like "The Library in the Community" are available at a number of schools, it is most rare to find such offerings as "The Library as a Political and Social Agency" (University of Southern California), "The Library in the Social Revolution" (Case Western Reserve), or "Effecting Change" (Syracuse). South Carolina is one school which apparently finds particular value in focusing on this area, providing courses on "Libraries in the Political Process," "The Psychological Aspects of Information," and "The Sociological Aspects of Information."

The related field of library public relations is apparently taught as such only at George Peabody and at Long Island University.

About one third of the schools whose catalogs were studied appear to offer some type of course oriented to the needs of the "disadvantaged" or ethnic and racial minorities. These take such forms as "Library Services for the Disadvantaged" (Emporia State University), "Library Services for the Underserved" (Pittsburgh), "Materials for Ethnic Minority Groups" (Pratt), or "Information Needs of Urban Residents" (Syracuse). Very few of these courses deal with specific groups, however. Notable exceptions include "Asian Reference Sources" (Hawaii), "Information Resources for the Spanish Speaking" (Arizona), and "Library Services to the Black Community" (Kent State).

Absence of Specialization

Not only is it difficult for students to obtain specialized training in the areas just mentioned; it is almost impossible to specialize in library school in any aspect of librarianship. Required courses must be taken, leaving only a limited number of electives. Since American library schools still cling tenaciously to the notion that library education should be a preparation for any and all types of library work, few of them offer enough substantive courses in a given subfield to constitute a genuine specialty.

Many institutions' catalogs do suggest lists of courses which they assert will constitute an area of concentration. These lists are often spurious, however, comprised as they are of a grab bag of related, semirelated, and only tenuously related courses.

The St. John's catalog is a case in point. Included in a list of courses which are said to support a specialization in "Public Library Services and Community Information Centers" are the following:

Print and Nonprint Curricular Materials for Children
Building Library Collections
Materials of Government Agencies
Contemporary Literature for Children
Creating Basic Audiovisual Media
Audiovisual Materials and Services in Libraries
International Children's Literature

What many such schools have done is merely to package a number of courses which they have always given and to call them a specialty.

Weakness in Clinical Training

Given the fact that many of these areas of knowledge and skill are very difficult to impart in a classroom, the aforementioned curricular gaps might be less serious if the schools were providing extensive fieldwork opportunities. But they are not.

A survey of sixty-two accredited library schools conducted by Mildred Tietjen in 1975 revealed that only four institutions required a practicum of their students, while twenty-two offered no clinical training at all as part of their curriculum. Twenty-nine of the programs she surveyed made available one such course; eight schools offered two; two provided three courses; and five were available at one institution.

The survey of fifty-five accredited American schools done for the present report indicates that things have changed very little. Apart from the school library/media center segment of the curriculum, where because of state certification requirements many library education programs provide fieldwork opportunities, clinical training was offered as follows: Fifteen schools had no practicum course. At twenty-seven institutions, it was possible to obtain the equivalent of one course worth of credit for fieldwork. Two courses were available at nine schools, and only two programs (Columbia and Kentucky) offered as

many as three. (One of the fifty-five institutions offers only school library training, and one catalog failed to list specific courses.) Only the University of Missouri seemed to *require* clinical training, and then only for those students with no previous library work experience.

SUGGESTIONS FOR IMPROVEMENT

The system of formal training for librarians as outlined above reveals obvious weaknesses in terms of preparing public librarians for their new roles. Concrete suggestions for improvement may be divided into two major types: those that could be implemented by library schools, and those that would have to be undertaken by public libraries.

The Role of the Library School

Pittsburgh's dean, Thomas Galvin, contends that library school curricula need both more specialization and more provision for alternatives. There are a number of efforts that might be undertaken toward the accomplishment of those goals.

1. Recruitment of the type of people needed to fulfill the public library's new roles

Library schools' "blind reliance on paper credentials" often has negative results. People with no aptitude for, or even interest in, community outreach work can be admitted. More important, many potential librarians who would be best at outreach work are inflexibly excluded.

The admission policies of library schools must begin to place less emphasis on formal educational background and achievement—credentials which reveal only the ability to survive and function in an academic environment—and

give more consideration to the ability of interrelating and communicative skills. Happily some schools (Rutgers, for example) are beginning to move in this direction.

An intensive recruitment effort should be undertaken to locate people with skills in interpersonal communication and in problem identification and solution on an empirical level. Library schools should be actively looking for more students who are activists, extroverts; people with a familiarity with the problems of the communities in which they will be working; people with demonstrated empathy for their prospective patrons and genuine dedication to achieving the goals of the public library's new roles.

When the University of Maryland established an Urban Information Specialist program in the early 1970s, it was considered both necessary and desirable to make adjustments in the school's criteria for admission. Full undergraduate credentials were not mandatory for acceptance into that program; on the other hand, previous "social action" experience *was* required. According to prime mover Mary Lee Bundy, the aim was to attract highly intelligent people capable by virtue of life necessities of applying ingenuity and creativity to solving problems."

Similarly, Miles Martin, who established a Community Information Specialist program at the University of Toledo, noted that their greatest effort in recruiting students was to try "to identify those ephemeral characteristics of: social concern, getting along well with people, creativity, quickness of mind, and comfort in an urban environment." A student's attitude and interpersonal skills, he felt, were just as important as indicators of future success as the ability to find information. (It is a most unfortunate commentary on the state of library education today that neither the Maryland nor the Toledo program is still in existence.)

Clara Jones, the farsighted former director of the De-

troit Public Library who pioneered in committing her institution to provide information and referral services, recently predicted a growth in training for both human relations and librarianship skills:

> Today's trends point the way to a combination of social work and librarianship. We see the beginning of library schools and schools of social work cooperating in the Columbia University program. This could develop into joint programs embracing both sets of skills, strengthening the areas where they overlap. There is little doubt that, if library education develops its curriculum in the way we have outlined, new areas will be found in which to expand and exercise our skills and make a contribution to a more effective distribution of services for human needs.

It is extremely important for public librarians engaged in any kind of community outreach or contact to be familiar with the problems and needs of those communities, and to be able to be trusted by the people in them. One possible way to accomplish this is to recruit community residents as librarians, although this is not always foolproof.

The poor and "disadvantaged" are a particularly needy group in terms of information, and there is a high correlation between poverty and membership in a racial or ethnic minority group. There is a particularly great need, therefore, to recruit and train librarians from these groups.

American Library Association statistics, however, reveal how very poorly library schools are meeting that need. For the last year for which statistics are available (1975–76), the ethnic breakdown of graduates of ALA-accredited master's degree programs is as follows:

White	91.2%
Black	4.0%

Asian American	1.4%
Spanish-surnamed	1.4%
American Indian	0.2%
Other	1.8%

In compiling a who's who of Spanish-heritage librarians in the United States, University of Arizona library science professor Arnulfo Trejo found that there were only about 245 of them—34 in Puerto Rico—to serve a Hispanic population of over 10 million.

Clearly minority group members are not applying for or being admitted to library schools in proportions anywhere near approaching their representation in the general population and potential library use.

While on the subject of the composition of library school graduates, it is worth noting that over 75 per cent of master's degree recipients are female (although the ratio at the doctoral level shifts drastically to 55–45 per cent in favor of males). This despite the fact that there are more full-time male library school faculty members than female, and male deans outnumber their female counterparts at a four-to-one rate.

2. *Increased allowance for specialization*

Once prospective students are recruited who would function well in a specialized public library situation, there must be an opportunity within the library school program for them to receive relevant specialized training. Such opportunities do not generally exist, although there is now some experimentation with six-year programs to allow an extra year of education to concentrate on a specialty (e.g., Columbia, Western Michigan, Maryland, Pittsburgh). It is

essential, however, that the extra year of training be coordinated beforehand with the basic five-year plan.

Library schools persist in maintaining curricula which purport to prepare librarians for work in any type of library. This despite Thomas Galvin's assertion that "it is not possible for a single school to achieve uniform quality across the full range of contemporary library specializations in a one-year program."

The hope of training a generalist librarian must be a forlorn one, given the current variety of types of libraries —even the variety of types of public libraries.

The argument is made that not all students know what kind of librarian they want to be when they enroll. It might be answered that it will be difficult for them to become any kind of librarian without expertise and experience in a particular branch of librarianship. But it would not even be necessary for all students to enroll in specialized programs, or even for every school to provide them. They should be available somewhere, however, and in enough quantity and geographical distribution to allow students in various parts of the country to conveniently enroll in one.

What we are talking about is exemplified by the Community Information Specialist program established in the early 1970s at the University of Toledo. As described by Miles Martin, the program's director, there were three parts to the curriculum: (1) knowledge about how public information is collected, stored, organized, retrieved, and disseminated; (2) behavioral science knowledge about both community organizations and human communication processes; and (3) fieldwork.

The year-long program was divided into four segments: classroom learning; volunteer work in a community

agency (libraries included) for twenty hours a week for about six weeks; a paid internship with such an agency for forty hours a week for ten weeks; and a thesis. The thesis had two objectives: to make recommendations to the agency for improvements in its information system and to make recommendations to the faculty and students for improvements in the school's program.

Student and community involvement in curriculum planning was encouraged. An advisory council of twenty-five people (including social workers, directors of technical information centers, public librarians, and people in information and referral work) worked closely with the faculty and students in monitoring the program's progress.

The strategy of Martin and his colleagues was "to extend public library service to the largely unreached segments of the population by placing librarians, professionally trained in working with community organizations, in organizations which have not before seriously thought of themselves as employers of library and information specialists, or, if they thought of it, felt that they could not find librarians with the kind of training needed to work with their organizations."

Librarians with that kind of training remain hard to find. The American Library Association did not accredit Toledo's program, and it no longer exists.

3. *Increased flexibility in the core curriculum*

Almost every library school requires all of its students to take a certain number of what the school considers to be core courses. One obvious result is that the opportunities for specialization are reduced in proportion to the percentage of the program preempted by required courses.

Perhaps the most crucial effect of this policy, however, is to subject students to a number of watered-down, least-common-denominator types of courses. In an attempt to train a group of students for any and all kinds of librarianship, library schools inevitably attempt to offer "core" curriculum courses which will appeal to or be of some benefit to everyone. This results in courses either without much substance or taught from a highly theoretical perspective—in either case, not likely to be of much help to anyone in any line of library work.

If there is some value in all future librarians learning something about certain library science subjects, why not tailor such courses to the special needs of various groups of students planning to engage in different kinds of librarianship? For those who will be doing information and referral work, the cataloging course could be oriented toward methods of organizing nontraditional material. The reference course could focus on locating sources of community information.

In the Toledo program mentioned above, for example, the first segment of the curriculum dealt with the knowledge and skills of information handling. But an attempt was made to cover the core of traditional library science *as it applies to community information work*, with additional content from other disciplines which seemed particularly appropriate. To cover the subject adequately the course had to be extended to cover two full years.

Unfortunately, few such attempts appear to have been made. As Leo Flanagan has observed, "Librarians, who provide alternate forms of education for the public on a regular basis, seldom find alternative routes provided for librarians."

4. More opportunity for obtaining non-"library science" knowledge and skills

Many programs seem to acknowledge the need for these skills by allowing students to earn a certain number of credits in courses offered by departments outside the library school. Why cannot more such courses, oriented to future librarians, be developed within the library school?

Although the well-known library scholar Lester Asheim in 1968 described libraries as the "last stronghold of the individual communication experience," library schools, as noted above, are doing very little to train their students in interpersonal communications skills. The ability to deal with political problems, basic knowledge of the substance of sociology, psychology, political science, law, health, or a host of other areas with which comtemporary public librarians may well have to be familiar—these are similarly slighted during the student's formal training.

To once again cite the Toledo program: There, the curriculum contained units of social science, organization theory, group dynamics, human communication theory, the political and legal environment of the city, and the behavior and needs of community organizations. It was a program more schools would do well to emulate.

5. Recruitment of more expert faculty with relevant experience

Dean Thomas Galvin has written that "the single most critical element in determining the future quality of education for librarianship will be the future quality of the professoriate." He goes on to note that with the disappearance of once-prevalent federal fellowships at the doctoral level, library schools are finding it increasingly difficult to induce the best people to leave practice for the classroom.

The central problem is that too many faculty are too far removed from actual practice. Many library school teachers just haven't worked in a full-time library job for years, if ever.

It has been suggested that the quality of the library science professoriate would increase dramatically if library schools were to require faculty members to have at least one year of work experience for each year of teaching, and to prohibit them from teaching more than three consecutive years without returning to the field.

A corollary would be decreased emphasis on the doctorate as a prerequisite for teaching positions. Proof of the ability to teach a subject in library school should be based at least as much on the ability to do actual work in that area as on the ability to pass exams in or write a dissertation about it.

This kind of change would, for one thing, help to allow schools to recruit to teach an information and referral-oriented reference course—even for only one semester at a time—people who have organized and participated in successfully functioning information and referral programs.

The suggestions offered here would also allow for the short-term recruitment of librarians experienced in and sensitive to the information needs of minority and other special groups to teach courses in those areas. Arnulfo Trejo, in the survey mentioned earlier, found that there were only eight full-time Spanish-heritage library school professors (four of them in Puerto Rico).

6. Increased Clinical Training

This is by far the most crucially needed reform in American library education.

A person can become a "professional librarian" today without ever having worked in a library—without ever

having dealt in any way with a library patron, without ever having performed a library function of any kind. What is possible for most librarians is impossible for doctors, for nurses, for social workers, for teachers, and even for school library media specialists.

These professions know what the library education system apparently has yet to realize: that the only way to learn to do certain things adequately is by doing them.

Halfhearted, seemingly begrudging attempts are being made by some library schools to provide clinical training. But fieldwork, where it exists, is almost always optional, and is usually the equivalent of only one course.

It should be mandatory, and it should occupy a greater portion of the program than a single course.

There is often only a tenuous correlation between what one learns in school and what one encounters in the real world. Not even the most inventive and ingenious use of the case method, in which attempts are made to simulate reality, can effectively breach this gap between the ideal and the real. This is something that only fieldwork can achieve.

Students will discover things in the field that are not yet written about in library literature. They will learn the limitations of the theories they have studied, and how to strike what one library school dean describes as "a balance between uselessness and dangerousness" in attempting to provide the services they have learned they should try to offer. In a comprehensive clinical program, they will have the opportunity to try a variety of placements, to see the kind of work they think they'd like to do, and to change direction while still in school if necessary.

There is a fair amount of informal fieldwork being done now, by library school students who have full- or part-time jobs. This is true even though very few library

schools make an effort to accommodate the working student by, for example, scheduling courses in the evening or at a variety of times during the week or during the school year. But work divorced from the curriculum loses the benefit of the cross-fertilization of practice and theory which can take place when the two are combined.

Schools will have to do a lot of work to assure an effective clinical training program. Proper matching of students and jobs is necessary, and meaningful work experiences will have to be identified. Constant monitoring of the progress of each individual involved must take place, and a method of allowing conclusions to be drawn for the classroom component of the curriculum should be devised.

Some may conclude that it is impossible to provide a fieldwork program of this magnitude within a one-year curriculum. If the result is the conversion to a two-year master's program, then the second year should be devoted entirely to a clinical placement, as is common, for example, for master of social work degree candidates.

A successful fieldwork scheme might take any number of various forms. But one thing is clear. "If library education is to effectively bridge the gap between theory and practice," as Mary Lee Bundy and Paul Wasserman have asserted, "it is essential that it experiment out in the field. . . ."

The Role of the Public Library

Although the primary burden for improving the system of educating public librarians must fall on the library schools,

there are a number of concrete steps public libraries could take to contribute to the process of improvement.

1. More intensive recruitment and flexibility in hiring

Just as the library schools should be trying to recruit more of the type of people suited for the new roles emerging for public librarians, the libraries should be seeking to recruit for employment the same type of people. Until the schools make the necessary adjustments to their admissions processes, libraries must be prepared to hire people directly with strong community credentials even though they lack library school credentials.

It is much more important to locate someone within the community interested in working with its people—someone with the desire and ability to relate to and deal effectively with people, someone in whom these people can have trust and confidence—than to concentrate on only hiring candidates who possess degrees from accredited librarian schools.

Rather than focusing on the M.L.S. after someone's name, the library should be actively seeking individuals, as Drexel professor Robin Crickman suggests, who are skilled in interpersonal communications, with a tolerance for dissension and a facility for resolving conflict and minimizing resistance to change.

In the words of a library school professor who is also a former dean, we need more "battlefield commissions" in libraries.

2. Communicate needs to the library schools

There is too little two-way communication now going on between the people who employ library staff and the people who train prospective librarians for those jobs.

Library directors must tell the school what qualities and skills they feel are needed in the graduates they hire. Practicing public librarians must lobby for some influence over the curriculum being offered, at least to the extent of making suggestions for its improvement, and at best by actual participation in the planning and teaching of the courses.

It is Miles Martin's contention that students and alumni working full-time in the community can provide the best suggestions for curriculum modification. "If universities are to do a good job of educating in practical areas," he says, "then people with experience in the practical side of the disciplines concerned must have a serious input into the curriculum."

3. Provide improved on-the-job training

In issuing master's degrees, library schools assert that these graduates are ready to go out and become working librarians. Too many libraries accept this assertion blindly.

New librarians, arriving on the scene at their first jobs, are too often just immediately put to work, without any substantial kind of orientation or on-the-job training.

Ideally, a type of apprenticeship relationship could be established in which the beginning librarian would work very closely, for a time, with an experienced practitioner. The beginner would learn by watching, by hearing explanations of what is being done and why, and by doing parts of the job under close supervision, with opportunity for constant discussion and analysis.

At the very least, new librarians should be introduced, in a systematic way, to the philosophy, goals, and procedures of the libraries in which they will be working, and to the specific structure and method of operation of the units in which they will be located. In larger libraries, some direct

exposure to the variety of tasks performed in various areas can be very useful in providing an opportunity to observe empirically how all the pieces of the operation fit together. Good models can be found in the Library of Congress intern program, which is designed to attract future staff leadership through excellent work experience opportunities, and in the one-year postgraduate Library Associate program at the National Library of Medicine.

For those who will be having any kind of contact with patrons who are not already intimately knowledgeable about the community, an introduction to that community, both theoretical and practical, is absolutely essential.

Some libraries which have attempted structured on-the-job training programs have found that they have worked very well. At least until more library school graduates have more fieldwork experience, such training programs within the library seem both desirable and necessary.

4. Sponsor workshops

Workshops can be an excellent method of sharing knowledge and skills and of applying group discussion and analysis processes to the solution of common problems.

Public libraries should take a more active role in sponsoring workshops on topics of interest and concern to area librarians. Workshops can be organized by a single library, by a group of libraries, or by the libraries in conjunction with a library school or a local or regional library association. Regardless of how the workshop is developed, community people—the library's patrons—should be actively involved to assure that their invaluable perspective on their needs and the library's services is included.

Some libraries could themselves serve as workshops. Those with successfully operating, innovative programs

could invite staff from other libraries attempting to initiate similar ventures to come and observe, or even work there for a short period. Exchanges of staff among libraries trying different approaches or providing a variety of services might also prove to be of great mutual benefit.

The federal government has recognized the value of this type of continuing education effort (under Title II-B of the Higher Education Act). It has sponsored a number of institutes addressed to various aspects of librarianship, including service to the handicapped, illiterate, inner-city residents, and those with language difficulties. The problem is that the numbers of participants are small and the programs amount to little more than a drop in the bucket. Title VI of the proposed National Library Act would remedy this by a substantial increase in both emphasis and funding.

5. *Encourage staff continuing education*

Continuing education can take many forms, and public library administrators should see it as in their own best interest to support their staff members in availing themselves of whatever opportunities might be of benefit. The more chance library staff have of widening their horizons and deepening their knowledge and skills, the more capable the library will be of offering valuable services to its community.

At the most basic level, this support should be manifested by sincerely encouraging librarians to take advantage of available courses or other educational opportunities. But encouragement will not always be sufficient. Administrators and library boards should be prepared to offer incentives in the form of release time, tuition assistance, and promotions and pay increases to staff members who make

efforts to improve their effectiveness through continuing education.

This education should certainly not be thought of exclusively in terms of formal classroom learning. The type of staff exchange mentioned in the previous section, for example, might prove to be more valuable than earning a second master's degree.

Nor should it be thought of exclusively in terms of library science education. The health service at one state university, for example, is developing a program of training for public librarians who might be called upon to deal in some way with the health needs of their patrons. A librarian participating in that program, or working in a public health clinic for a period of time, might derive much more benefit than one who returns to library school for a continuing education course.

The Council on Library Resources deserves much credit for the leadership it has shown in providing fellowships to encourage continuing professional development.

6. Cooperate in clinical training

The importance of fieldwork for library school students has been discussed above. Public libraries can cooperate in this effort in a number of ways, primarily by providing: meaningful jobs for students, adequate and instructive supervision, and pay.

Libraries should avoid the temptation of seeing a clinical training program as a source of free labor. In addition to the question of fairness in paying for work, paid traineeships offer more incentive for the student to make an honest effort to work and to learn, and for the library to find a productive and educational job for the student to do. The federal government has made a small step in the direction

of funding traineeships, but has provided only a pittance so far. A typical recent federal program of traineeships in information and referral services provided funds for only ten trainees for the entire country.

Although there may be short-term sacrifices for the library in accepting fieldworkers (in terms of staff time for training and an additional drain on the budget), it must be seen to be in the library's long-term interest. On the most intangible level, libraries will be helping to strengthen the library profession. But there are more concrete benefits as well.

Library directors will be able to recruit some of these trainees upon graduation, thus assuring themselves of new employees with more experience and familiarity with their operation, and thereby reducing the amount of on-the-job training to be done. There may be some benefit for the library in having students with fresh theoretical approaches come in contact with, and offer suggestions about, its programs. The library has an opportunity, through the trainees, to influence the library school classroom component by having the students assess the curriculum in the light of their clinical experiences; in this way, the real needs of public libraries and their patrons can be reflected back to the world of library education.

The value of cross-fertilization should not be underestimated. It can only benefit all concerned to have the supervising public librarians come into contact with library school faculty and administration in the context of the placement, supervision, and evaluation of clinical trainees.

A POSSIBLE MODEL OF CLINICAL TRAINING

In the field of legal education the concept of clinical training has proved its value in dozens of the nation's law schools. These programs involve a number of approaches to actual field experience for students which might serve as models for a program of clinical library training.

A current example is the "neighborhood law office school" in a poor section of Boston, in which a selected number of students from area law schools will spend the entire third year of their professional education. With funding from the federal government's Legal Services Corporation and support from participating law schools, this Legal Services Institute will accept students with an interest in poverty law who are willing to make a moral commitment to continue to work in the legal services field after graduation.

The year's training will consist of an integrated program of classes, reading, and written work, as well as the actual practice of law with neighborhood residents under the close supervision of full-time institute faculty.

In addition to its classroom teaching and legal services functions, the institute will develop a research program utilizing law school faculty as well as social theorists and other nonlawyers. The aim is to encourage "speculative work on the relationship of poverty and the problems of the poor to law and legal institutions."

The project's sponsors have enumerated a number of reasons for the necessity for such a program:

—What's learned in law school is not directly related to the work students will be doing.

—Although there are many different types of legal practice, the uniform and undifferentiated model of legal education still prevails.

—Current legal education largely ignores the potential contributions of history, philosophy, and social science to the understanding of law.

—It is unrealistic to expect adequate on-the-job training to be provided in legal services offices.

—There is a dual problem in the remoteness of teachers from practice and in the limitations of practitioners who can teach only by example.

—"Poverty law practice requires a high tolerance for conflict and uncertainty. The legal services lawyer must deal with a very large and diverse body of law and institutions on behalf of clients almost always facing crises. Movement into practice from the unprotected atmosphere of law school lends itself neither to the sort of speculation and understanding nor the level of skills needed to cope with these demands. What seems to be needed is a different combination of challenge, guidance, exposure and protection than the legal education typically affords."

Beyond the obvious advantages accruing to the legal services clients and to the institute's students from this attempt at integrating theory and practice, knowledge and skill, additional benefits are foreseen for both the academic and practicing branches of the legal profession through the shared enterprise which the program represents.

From all that has been said above about the new roles for public librarians and the nature of the library education system, a number of striking parallels should be evident. Although the idea is not completely transferable, a Library Services Institute based largely on this model merits serious consideration.

MAINTAINING THE STRENGTH OF THE LIBRARY PROFESSION

The strengthening of the library profession gained through improvements in the system of education and training will be jeopardized unless measures are taken to maintain it. Just a few of the ways in which this might be accomplished are suggested here.

Improved Placement Services

The best training in the world is of little benefit if the graduate can find no appropriate position in which to apply it.

It is the responsibility of the schools, first of all, to focus their training of students on the areas for which the need is greatest.

Library school placement offices, whose services consist basically of maintaining lists of openings and sending copies of transcripts and letters of recommendation, should begin to serve more as advocates or agents for their graduates, actively helping them to find and obtain jobs for which the school has trained them.

An ongoing, coordinated, cooperative effort should be undertaken by library schools, libraries, and library organizations to establish mechanisms for matching with appropriate positions not only recent graduates but also practic-

ing librarians seeking a change or an advancement within their field. To date this has been left to individual schools, whose activities are usually limited to the issuance of listings of job openings to alumni on a paid subscription basis. A few schools are trying to be more inventive by such procedures as sending out résumés of unemployed graduates to area libraries and conducting job-hunting seminars, but there is still a long way to go.

Continuing Education

Although much has been written and spoken about the need for librarians' continuing education, much of the result thus far appears to be merely an extension beyond the master's degree of more of the same. Many library schools provide continuing education opportunities consisting of more library science courses, which in some cases are the same courses being offered to degree candidates.

Once more, radical change is needed, starting with the schools. "If library education is to respond adequately to a wide range of individual, continued learning needs," observes Thomas Galvin, "then library schools will have to break free of such established pedagogical structures as the academic calendar, the academic day, even the narrow formal elaboration of credit hours and degree requirements."

Another library school dean, Robert Stueart of Simmons, has identified a number of groups he feels share joint responsibility for continuing education, and a variety of forms which that education could take. State agencies, li-

brary schools, state, regional, and national associations, library employers, and librarians should cooperate, he says, in making available such opportunities as institutes, workshops, seminars, formal courses, in-service training, professional meetings with substance, self-directed study programs, and readable professional literature.

Stueart notes that studies have shown that work which is challenging and which requires librarians to use as well as update their abilities provides an incentive for seeking continuing education which can help provide the needed in-depth knowledge. Libraries can help by providing challenging work, and then by encouraging and assisting staff members in obtaining the updated training to perform it well.

Again in this context more interaction among librarians, libraries, schools, and organizations is indicated. The type of effort being undertaken by the recently formed Continuing Library Education Network and Exchange could be expanded. As described in the 1978 ALA Yearbook:

> The work of the Continuing Library Education Network and Exchange (CLENE) is helping librarians keep up to date through programs and publications. CLENE provides home study courses for librarians, and its publication *Continuing Education Communicator* lists learning opportunities for librarians throughout the country. Librarians are taking advantage of these programs, and what they learn from these programs cannot help but influence their performance appraisals.

There is still a long way to go. Current needs are for better quality control over courses designed to keep up with technology and other changes in library procedures; better coordination and planning; and an expansion of nontraditional delivery systems.

Evaluation of Performance

None but the most general criteria for evaluation should be set at the national or state level. The farther from actual local practice these determinations are made, the less realistic or pertinent they will be.

Evaluations should be focused less on credentials and degrees, seniority, or other inherently meaningless indicators, and more on real effectiveness in terms of services provided, based on community satisfaction and confidence. (Librarians, however, should remain ever vigilant against status-quo-based, politically motivated criticism.)

Adequate performance goals and objectives should be set both for library programs and for individual librarians, with significant user input.

11

OBSTACLES TO CHANGE

It will not be easy to implement the changes suggested in this paper. A number of factors are at work which render any attempt to make the crucial improvements extremely difficult.

Image

The library profession's stereotyped image will hinder attempts to recruit for library schools and for libraries the type of people required to effectively carry out the public library's emerging new roles.

The general public thinks of librarians as shy, bookish, and conservative and, to a certain extent, as people who couldn't or wouldn't be able to make it in more demanding professions. The field of librarianship is seen as being open only to those with a formal educational background, and with a certain amount of money (to pay for the education).

Similarly, libraries are viewed as serving society's already-advantaged groups, operating as storehouses of knowledge rather than as providers of life-crucial information and services. Librarianship's image, at best, is one of "intellectualism" and not one of action, of dullness and boredom, rather than excitement and challenge.

In his keynote address to the 1977 Annual Convention of the Association of American Library Schools, Ronald

Havelock painted the following discouraging portrait; ". . . the professionals and specialists who are charged with [the] maintenance [of libraries] are accorded minimal status and salary in comparison to other professions in the public and private sectors. The very word 'library' connotes dust!"

Conservatism

One reason for this image is a relative lack of publicity about the wide variety of meaningful opportunities available to prospective librarians, conveying a realistic picture of the nature of librarianship as a career.

Another reason, unfortunately, is that a number of the stereotypes are quite true.

Librarians traditionally have been, and still are, more concerned with collecting information than with the delivery of useful information to people. Librarianship has not been a problem-solving pursuit, and many librarians would like it to remain that way.

Too many who enter the profession do so because they see it as a comfortable, passive one, involving a minimum of conflict, and as little deep involvement with people and with substantive knowledge as possible. "They want to work with nice clean books and nice clean people, or even more satisfying 'pure information' which can be sanforized, homogenized, and sterilized," as Wendell Wray pointedly observes.

The problem is a self-reinforcing one, as those drawn to librarianship help to maintain its image and to attract

others like them to it. The library schools contribute to this cycle by employing similarly conservative faculty, who then train students in the same mold. Donald Ely noted five years ago that "self-selected, relatively non-assertive and negatively oriented student bodies and faculty members still constitute a majority of those who are involved in professional education in library and information science." He goes on to say that whereas originality, boldness, and flexibility are badly needed, library schools encourage conformity, timidity, and rigidity.

Those people who do decide to enter the profession with a strong dedication to helping others are therefore often stifled at the outset. If they manage to make it through school with their dedication undiminished, they may encounter serious difficulties in embarking upon their work, particularly in the communities most in need of service. Because of the composition of library school enrollments, very few graduates will be members of poor or racial or ethnic minority groups. In sending such graduates into poor, ethnic communities, a dual culture shock is created: for the librarian in unfamiliar surroundings and for the community with an unfamiliar figure attempting to solve its problems.

A major cause of the failure of outreach efforts undertaken by some libraries and schools in the 1960s was the attempt to insert white middle-class librarians in poor, minority neighborhoods. Another was the idea that traditional library services could effectively be extended to what constituted a new and markedly different clientele. To avoid a repetition of these failures, new types of librarians and new types of programs will be necessary.

Library activist Robert Croneberger has drawn a sad conclusion: "Every institution in a city provides either a positive or negative influence. The library, in attempting to

remain neutral all these years, has been making a most negative contribution."

Money

One important obstacle to overcome is money—or the lack of it. Libraries with shrinking budgets and schools with reduced enrollments and tuition income will find it impossible to implement many of the needed changes discussed in this report. It can be very expensive to overhaul a curriculum, to establish formal on-the-job training programs, or to provide crucial services to people in need.

That is why it is imperative for all concerned to find sources of support for these and other efforts. A major cooperative effort of librarians, libraries, library schools, library organizations, and library users must be undertaken to develop and increase the level of governmental and private funding sources.

Happily there appears to be a recognition in Congress of the importance of expanded training opportunities for library personnel. Title VI of the study bill for a proposed National Library Act, introduced in May 1979 by Senators Edward M. Kennedy and Jacob K. Javits (S. 1124), authorizes funds for library personnel development.

> Such grants shall be used for scholarships and fellowships within the state for library personnel, and for training and in-service training for information specialists, community liaison library personnel, community advisors

for learners, and other library personnel necessary to meet special library user needs.

How important is this effort? The future of American public libraries depends on its success.

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